

The Comparison of Career Adaptability of Senior High School Students Based on Demographic Factor

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ABSTRACT

This study aims to compare the influence of demographic factors on career adaptability in students in three middle schools in Karawang Regency. The results showed that demographic factors influence the career adaptability of students in the three schools. It's just that there is a difference in the positive influence for students of SMK Al Inayah and MA Darul Huda; whereas for Pedes Senior High School, the demographic effect is negative on career adaptability. In terms of demographic factors, there are differences in the dimension of Gender, and Average Class Ranking in the three schools in influencing career adaptability. However, there is no difference in the dimensions of Age, Parents' Social Class, Parents' Formal Education, and Parents' Home Ownership Status on Career Adaptability.

Keywords: *Comparison, Career Adaptability, Demographic Factors, Karawang.*

1. INTRODUCTION

One of the important aspects of career construction is career adaptation. The career construction theories were developed based on the vocational development theory developed by Super in 1957 [1], [2]. Career construction theories mainly focus on how individuals use their vocational personality to fit on the job transition sequence. One of the important part of career construction theories is the career adaptability, which is how someone is able to adapt with the new environment or changing environment without any serious problems. Career adaptability is one of the psychosocial constellations which show individual resources to handle current tasks and to anticipate the development, job transition, work trauma, which reach a certain standard, either big or small, and change the individual social integration [3].

There is a number of factors that affect the career adaptability. Sulistiani and Handoyo [4] with the literature review method on 16 journals discussed the factors that affect the career adaptability in educational context. The result shows that career adaptability relates to: (i) demographic factors (age, gender); (ii) career adaptivity factors (conscientiousness, positive emotional disposition, belief in ability, future

orientation, hope, optimism, adversity quotient and self-regulation); and (iii) external factors (social support parent, family support, school environment). From that discussion it is found that determinants affecting career adaptability the most are demographic factors, career readiness, internal factors (personality), and individual external factors.

Ebenehi, Rasyid, and Bakar [5] had done a research on 603 students randomly in Nigeria. The result shows that the predictor of career adaptability is self-efficacy which is the most significant one. Then it is followed by good personal orientation, future carrier concern, and perceived social support.

Career adaptability is very important in someone's career. If considering the result in relation with career, then one important regulation process in the career construction theory is the career adaptation skill. It enables the integration of four different aspects from life span and life space approach, which are the personal aspect, developmental aspect, contextual aspect, and identity aspect [2].

This research will focus on the factors affecting career adaptability in adolescents. Adolescence is an important stage in someone's career development. Preparing someone's vocational

future is commonly considered as one of the essences of developmental tasks in adolescence. All countries throughout the world have acknowledged the importance of helping adolescents for successful career preparation. The central construction on career preparation and adolescents development is career adaptability [6], [7]. A student, especially who has got into adolescence, certainly has been in a developmental stage in which he starts thinking about his future, including the purpose and how they reach their careers. The developmental task on adolescence is concentrated on countermeasures of attitude patterns and childish behavior and the preparation to face adulthood.

Adolescents are in the important stage of “exploring” and “crystallizing” their career choices [8]. High school students are in the transition stage from adolescence to adulthood. In that process they will face problems related to education and career choices after graduating from high school. They have to decide between working, continuing study, or another option such as taking vocational course program. While in Indonesia, there is specialization process starting from the time when the students get into high school level.

Students’ specialization is a process of making choice and decision by the students in their areas of expertise based on the self-potential understanding and available opportunities. Conroy dan Empson [8] mentions that adolescents have unrealistic career aspiration. Most of them believe that career aspiration is the key factor to get achievement in the future.

However, high aspiration does not guarantee the high educational achievement. Based on the research conducted by Rahayu [9], it shows that there is no career aspiration difference between high intelligence teenage boys and girls. It is caused by some factors such as the equation of educational opportunity given by the parents towards the boys and girls, and the equation between male and female in society.

Hikmatul [10] shows that a subject has a good career adaptability which is described in four aspects, those are career concern, career control, career curiosity, and career belief. Based on this research, the factors that affect the career adaptability are age, working experience, family and social support, educational institution, and economic social status. The most dominant factor affecting career adaptability in this research is working experience.

Another research related to the correlation between career adaptability and the demographic

aspect is [11] which found that demographic factor (gender) is the controlling variable in the correlation of career adaptation and life satisfaction. Sulistiani [4] found the correlation of career adaptation and demographic factor (age and gender). Yin, Li, Yuan, Wang [12] found that gender and family status affect the life expectancy level on adolescence. Career adaptability is really important to be improved so it can speed up the process of adaptation towards the rules, partners, and the new working environment [13]. According to Savicakc and Porfeli [14], if someone has less career adaptability, then he will be apathetic, will not be able to make decision, become unrealistic, and refrain himself on his career achievement.

Based on the description above, it is found that the research on career of adolescence is significant to be done. This case has motivated the researcher to conduct a study related to career adaptation on adolescence. This upcoming research is intended to analyze the comparison of the career adaptability of high school students and the demographic factors. This research is expected to be useful to help the new high school graduates to find career criteria which will be taken after finishing the study so that it can create generations that are ready for work and ready to compete in today’s less-stabilized economic era. This also will reduce the number of unemployed graduates who have not found suitable job that is relevant with their interests.

Based on the background, this research is aimed to compare the career adaptability of adolescence in different types of high school in Karawang Regency, which uses demographic as the predictor. The formulation of the problems is written in the questions as following:

1. How is the career adaptability of students in SMAN 1 Pedes, Karawang Regency, based on the demographic factors?
2. How is the career adaptability of students in SMK Al Inayah Kutamukti, Karawang Regency, based on the demographic factors?
3. How is the career adaptability of students in MA Darul Huda, Karawang Regency, based on the demographic factors?
4. Is there any difference between the career adaptability of students in SMAN 1 Pedes, SMK Al Inayah Kutamukti, and MA Darul Huda in Karawang Regency?

1.1. Literature Review

1.1.1. Career Adaptability

Based on the definitions stated by experts/theorists/authors [1], [5], [15], [16], [11],

then it can be synthesized that the definition of career adaptability is the quality of someone's skill to be able to fit the space for changing or to adapt himself continuously carefully to enable someone to participate, overcome or to change a certain condition without any serious problems, in order to adapt with a new situation or change.

According to [14], career adaptability can be seen through four dimensions, i.e. concern, control, curiosity, and confidence. Each dimension is operationalized into six indicators, so that there are 24 indicators for four dimensions. Those 24 indicators are known as the Career Adapt-Abilities Scale (CAAS). CAAS is developed based on career constructions theories [14], [4]. The four dimensions of career adaptability is concern, control, curiosity, and confidence. The aspects of career adaptability (Creed, Fallon, & Hood, 2008:9) operationalize it into five things, they are: Career planning, self-exploration, environment-career exploration, decision making, self-regulation.

1.1.2. Demographic Factors

Based on the definitions stated by the experts/authors above [17], [18], demographic variable can be defined as a study about size, territorial distribution, and population composition. Those components changes can be identified as birth, territorial movement (migration), and social mobility. Demographic characteristics are age, gender, class leader experience, parents' education level.

Hauser and Duncan [17] explains that there are some factors affecting career adaptability which is similar to the factors affecting career maturity. These factors can be grouped into six parts, those are: Age, Gender, Working Experience, Family, Educational Institution, Socioeconomic Status. While Furnham and Cheng [18] regards the demographic factors from the social-demographic perspective, which is the combination of demographic aspects and the social aspects that is assumed would intensify the demographic aspects tool. The following variables are under the auspices of social-demographic: Family Social Background, covering any information about parent's social class and parent's education. Parents social class when the respondent was born is measured with the Registrar General's (RGSC). RGSG is defined based on job status. If there is no father, then the mother will replace him. It has six scales, which are: (i) professional job, (ii) managerial/technical job, (iii) non-manual skilled job, (iv) manual skilled job, (v) semi-manual job, (vi) unskilled job.

1.2. Hypothesis

The previous research such as Ginevra et al [11] has found that demographic factor (gender) is the control variable in the correlation between career adaptation and life satisfaction. Sulistiani & Handoyo's research [4] has found that a correlation between career adaptation and the demographic factors (age and gender). Yin et al's research [12] has found that gender and family status affect the level of life expectancy among the teenagers. According to the theoretical review and the previous researches, the author establishes a hypothesis as follows:

Hypothesis 1: Demographic factors affect the career adaptability

Santili et al's research (2016) has proved that there is a difference in the correlation between career adaptability and life satisfaction among the teenagers in Switzerland and Italy. It means that the context has a meaning related to how career adaptability impacts on life satisfaction. Based on the previous research result, the author establishes a hypothesis as follows:

Hypothesis 2: There is difference between the career adaptability of students in SMAN 1 Pedes, SMK Al Inayah Kutamukti, and MA Darul Huda in Karawang Regency. Based on the definitions stated by experts/theorists/authors [1], [5], [15], [16], [11], then it can be synthesized that the definition of career adaptability is the quality of someone's skill to be able to fit the space for changing or to adapt himself continuously carefully to enable someone to participate, overcome or to change a certain condition without any serious problems, in order to adapt with a new situation or change.

2. METHOD

The research data is collected from 271 respondents in three schools which are SMAN 1 Pedes, SMK Al-Inayah Kuta Mukti dan MA Daarul Huda. The location of those three schools is in Kertaharja, Pedes District, Karawang Regency, West Java. The characteristics of those 271 respondents are dominated by girls (68.6%), meanwhile the rest is boys (31.4%). It means that there are more female students than the male ones in Karawang. In terms of age, the majority of students (40.6%) are aged 15 years and under. The second most is 16 years old. It means that generally there are more students aged between 15-16 years old. In terms of student achievements, the majority of students (36.2%) are students ranked 1-5 in their classes. It means that the majority of the students are well-performed. Regarding to parent's social

class, the majority of students' parents (49.4) are laborers, followed by entrepreneur in the second position (39.1%). It means that generally the students' parents in Karawang are laborers. This research uses quantitative approach. The type of quantitative approach used in this research is causal studies, which means the methods is based on the causal concept [19]. The population of this research is all students in three different high school in Karawang Regency, West Java Province, they are SMAN 1 Pedes, SMK Al Inayah Kutamukti, and MA Darul Huda.

The sampling technique is quota sampling, and also purposive sampling and random sampling [20]. The sample is randomly taken from two classes (purposive and quota) from each school, which are SMAN 1 Pedes, SMK Al Inayah Kutamukti, dan MA Darul Huda in Karawang Regency. It means that students from six classes in those schools. It is assumed that there are 36 students for each class, then the sample total is = 6 classes x 36 students = 216 students (n=2016). The research instrument is questionnaire in the form of close-ended question. The research scale is ordinal that uses Likert scale 1-5, that is 1=strongly disagree, 2=disagree, 3=doubt, 4=agree, 5=strongly agree.

This research consists of two variables, which are Demographic Factors as the independent variable and Career Adaptability as the dependent variable. The operationalization of Demographic Factors variable refers to [18], 3-4). On the other hand, the operationalization of Career Adaptability variable refers to the Career Adapt-Abilities Scale (CAAS) instrument [14], [4]. The operationalization of demographic factors variable includes six indicators, i.e. gender, age, average ranking in the class, parent's social class, parent's formal education, and parents home ownership status. The operationalization of career adaptability variable is based on SAS adaptability instrument, within four dimensions, i.e. concern, control, curiosity, and confidence.

Data analysis technique encompasses research instrument test, both validity test and reliability test [21], [20]. The next one is descriptive statistical analysis which encompasses the number of sample (N), mean, maximum and minimum value, and standard deviation [21]. Then classic assumption tests to ensure that the model has fulfilled the criteria of Best Linear Unbiased Estimator (BLUE) [22]. As for the classic assumption tests used in this research are normality test, multicollinearity test, autocorrelation test, heteroscedasticity test, linearity test, determination coefficient analysis,

and multilinear regression analysis, along with the hypothesis test.

3. RESULT AND DISCUSSION

3.1. Respondent Description

The research data is collected from 271 respondents in three schools which are SMAN 1 Pedes, SMK Al-Inayah Kuta Mukti dan MA Darul Huda. The location of those three schools is in Kertaharja, Pedes District, Karawang Regency, West Java. The characteristics of those 271 respondents are dominated by girls (68.6%), meanwhile the rest is boys (31.4%). It means that there are more female students than the male ones in Karawang. In terms of age, the majority of students (40.6%) are aged 15 years and under. The second most is 16 years old. It means that generally there are more students aged between 15-16 years old. In terms of student achievements, the majority of students (36.2%) are students ranked 1-5 in their classes. It means that the majority of the students are well-performed. Regarding to parent's social class, the majority of students' parents (49.4) are laborers, followed by entrepreneur in the second position (39.1%). It means that generally the students' parents in Karawang are laborers.

Then, based on parents' education, the majority of the parents (90.8%) are high school graduates, diploma graduates (4.8%), bachelor graduates (3%), master graduates (0.7%), and doctoral graduates (0.7%). It means that parent's education in Karaang is really inadequate. Regarding to the home ownership status, the majority of students have their own houses, followed by residential rental (4.4%), and home loaning (0.4%). The data does not show that if any students living in an official residence. It means that majority of students have already had home ownership status.

3.2. Research Variable Description

The highest mean of the questionnaire item of Career Adaptability variable (Y) is the item Y11 on 4.25 which means they strongly agree towards the statement of the item. The statement of Y11 is "I always think of how my future will be". As for the average number of variable Y is 3.89. It means that averagely the respondents think that the career adaptability is well opened for them, although it is not primely enough. And the lowest mean on career adaptability variable (Y) is the item Y31 which scores 3.58 on average. The indicator of Y31 is: "I love exploring my surrounding environment".

3.3. The Result of Multilinear Regression

The highest mean of the questionnaire item of Career Adaptability variable (Y) is the item Y11 on 4.25 which means they strongly agree towards the statement of the item. The statement of Y11 is "I always think of how my future will be". As for the average number of variable Y is 3.89. It means that averagely the respondents think that the career adaptability is well opened for them, although it is not primely enough. And the lowest mean on career adaptability variable (Y) is the item Y31 which scores 3.58 on average. The indicator of Y31 is: "I love exploring my surrounding environment".

3.4. The Result of Multilinear Regression

Based on the result on SMAN 1 Pedes, (i) Demographic Factors affect the Career Adaptability negatively. The value of Adjusted R Square is -0.042 which means -4.2%. This also means that the demographic factors in that school negatively contribute in amount of 4.2% towards the Career Adaptability; (ii) Demographic Factors (x) positively affect Career Adaptability. The value of Adjusted R Square is 0.65 which means 6.5%. This also means that the demographic factors in that school positively contribute in amount of 6.5% towards the Career Adaptability; (iii) Demographic Factors positively affect Career Adaptability. The value of Adjusted R Square is 0.03 which means 3%. This also means that the demographic factors in that school positively contribute in amount of 3% towards the Career Adaptability.

Overall, the demographic factors on those three schools has an effect on career adaptability. The value of R^2 (R Squared) is 0.52 (52%) which means the contributing effect of demographic factors towards the career adaptability is 52%. It means that the rest effect ($100\% - 52\% = 48\%$) is possessed by another variable besides the demographic factors.

Next, the result of data processing of demographic factors and career adaptability uses Kruskal Wallis' differential test to find out whether there is difference between each dimension of demographic factors on each school towards the career adaptability. The following details are the differential test result for each dimension. There are differences between those three schools in terms of gender, ranking average, thought about their future, preparation for the future, the concern on their education and vocation decision, the plan to reach their goals, the concern about what their career will be; optimism for the future; being reliable, being confident, love for exploring their surroundings; seeking of opportunities for their personal career

improvements; the alternatives before making decisions; being critical in asking questions; being curious on new opportunities; effeciency in working and doing tasks.

However, there is no difference in terms of age, parents social class, parents levels of formal education, home ownership status, awareness on how their decision will determine their future, capability to make their own decisions, responsibility on their acts, observation about different ways to do something, carefulness in doing something; continously skill development; maximum effort; including the teenagers who love facing challenges and solving problems.

The highest mean of the questionnaire item of Career Adaptability variable (Y) is the item Y11 on 4.25 which means they strongly agree towards the statement of the item. The statement of Y11 is "I always think of how my future will be". As for the average number of variable Y is 3.89. It means that averagely the respondents think that the career adaptability is well opened for them, although it is not primely enough. And the lowest mean on career adaptability variable (Y) is the item Y31 which scores 3.58 on average. The indicator of Y31 is: "I love exploring my surrounding environment".

4. CONCLUSION

Based on the result and the research problems, then it can be concluded that demographic Factors negatively affect the Career Adaptability in amount of -4.2% on students in SMAN 1 Pedes, Karawang Regency. Demographic Factors positively affect the Career Adaptability in amount of 6.5% on students in SMK Al Inayah Kutamukti, Karawang Regency. Demographic Factors positively affect the Career Adaptability in amount of 3% on students in MA Darul Huda, Karawang Regency. There are differences and similarities between the dimensions of demographic factor on each school (SMAN 1 Pedes, SMK Al Inayah Kutamukti, and MA Darul Huda). There are differences in terms of dimension of gender (X1) and ranking average (X3) on three schools that affect the career adaptability. There is no difference in terms of dimension of age (X2), parents' social class (X4), parent's levels of formal education (X5), and home ownership status (X6) towards the career adaptability. Over all in three schools, it is proved that Demographic Factors affect the career adaptability positively and significantly. Gender (X1) affects positively but not significantly towards the Career Adaptability (Y). Age (X2) affects negatively and not significantly towards the Career Adaptability. Ranking average (X3) does not affect anything on Career Adaptability (Y). Parents Social

Class (X4) is excluded by the processing system considering it assessed that there will be multicollinearity between independent variables if this dimension is added into the data processing. Parents Level of Formal Education (X5) affects negatively and not significantly towards the Career Adaptability. Home Ownership Status (X6) affects positively but not significantly towards the Career Adaptability (Y).

In the data processing, the dimension of job is excluded by the system considering the multicollinearity aspect and the categorization that has exceeded five categories. Hence, it is suggested for the next researcher not to exceed more than five categories in the demographic categorization.

For the students' parents, it is important to know that parents' demographic factors may affect the career adaptability of their children. For each school principals, it is important to consider the demographic aspects to each student since it has effects on their career adaptability.

The implication of this research is that schools do not only collect student's data when they get into school, but also have to analyze it and do a follow-up, particularly through the counseling teachers. They have to conduct a coaching systematically for their students by introducing demographic approach when discussing about their career plan after graduating from high school.

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